
Consumer and Family Science

Georgia

4-H Cotton Boll and Consumer Jamboree Contest

Situation:

Today's children and teenagers have more money to spend, more financial responsibilities, and more influence on family purchases than did youth in the past. Children and teens directly influence the spending behavior of their parents. Teenagers have a tremendous amount of influence on family purchases such as foods, audio equipment, computers, other electronics, clothes, etc. Childhood is a time when much consumer learning takes place. Attention should be given to educating youth to be more effective consumers, since experiences during childhood influence adult consumer behavior. Youth are targeted by advertisers and marketers and typically do not engage in comparison shopping. A challenge exists to increase the knowledge, skills, and abilities of young consumers.

Program Description:

Georgia 4-H conducts a yearly competition based on decision-making skills called Cotton Boll and Consumer Jamboree. Using hypothetical situations, Cotton Boll and Consumer Jamboree teaches 4-H'ers how to evaluate goods, services, and clothing items to meet the needs and wants of different consumers. County Extension staff and/or volunteers train 4-H'ers using consumer education lesson plans, Cotton Boll and Consumer Jamboree Judging manuals, and a subject matter training packet developed by Extension specialists. Six area contests are held throughout the state. Contest participants judge four different classes of items with each class containing four brands or styles of the same good, service, or clothing item. They give oral reasons on one class telling why they ranked the items the way they did. Participants also present a 2-minute speech on any aspect of cotton or a 30-second cotton commercial, according to their age group. The top three Junior and Senior teams at each area contest receive cotton prizes such as backpacks, attachés, or duffel bags. The top two Senior teams from each area contest advance to the state competition. The State winning team is awarded saving bonds for each of the team members.

Stakeholder Satisfaction:

The contest is developed by one 4-H/Youth specialist, one 4-H/Youth educational program specialist and a Family and Consumer Science program assistant. In addition, a professor in the College of Family and Consumer Sciences has her students develop item descriptions and judging scenarios as part of her class curriculum. These are used to help develop the classes for the contest, as well as for judging event training workshops for county 4-H faculty.

With 983 participants in 2000, Cotton Boll and Consumer Jamboree has the highest participation of any 4-H educational judging event in Georgia. Post-contest evaluations indicate that

participants and their leaders feel that the contest is educational and worthwhile.

Accomplishments and Impacts:

An impact survey conducted at the contests yielded the following results (a total of 602 4-H'ers completed the impact survey):

- ! 62% reported that their county had six or more training sessions to prepare 4-H'ers for the event.
- ! 40% attended 4-5 sessions in their county..
- ! 64% indicated they practiced and mock judged in their training workshops.
- ! When asked what they would change about their trainings, 36% indicated they needed more practice.
- ! 50% indicated they knew something about cotton as a fiber prior to the contest.
- ! 74% indicated the most important things they learned about cotton were cotton history and uses of cotton..
- ! 74% also indicated they would use this knowledge about cotton in the future.
- ! 90% of the 4-H'es indicated they had purchased some of the items judged in the contest; therefore, the contest is very relevant to youth.
- ! 72% responded that they would benefit in the future from what they learned through this contest.
- ! 58% indicated that consumer skills were the most important thing they learned through this event.

Resource Commitment:

The Georgia Cotton Commission serves as the donor for the judging contest and contributes \$5,000.00 yearly. This pays for savings bonds, development of classes, purchase of judging items, prizes for the participants, etc.

Collaborators:

Collaborators include the Georgia Cotton Commission, the University of Georgia College of Agricultural and Environmental Sciences, the University of Georgia Family and Consumer Science Department, Extension Family and Consumer Sciences Department, and Extension 4-H /Youth Department.

Contact Person:

Cheryl Varnadoe, Extension 4-H Specialist - Marketing, Public Relations, and Recruitment, Georgia 4-H, Hoke Smith Annex, UGA, Athens, GA 30602. Phone: 706-542-8756, Fax: 706-542-4373, E-mail: cv4h@arches.uga.edu

“SEW” Much Fun for 4-H Youth, Leaders, and Agents

Situation:

Four-H sewing projects build life skills — decision making, motor skills, hand-eye coordination, budgeting, measuring, and evaluation. Youth may establish small businesses in alteration, clothing construction, quilting, or home décor. Was the current program developing those skills?

Participation data from county programs, district fashion revues, and state fashion revue indicated a gradual decrease in youth participating in sewing projects. A 55% decrease in trained sewing project leaders from 10 years ago was also noted. Recent turnover in Extension agents shows new agents have completed fewer clothing construction classes in their university Family and Consumer Science programs. With more than 50% of women in the workforce, fewer mothers have the time to devote to mentoring their 4-H youth in sewing skills.

Program Description:

New Mexico is a rural state with one large city and several cities with populations of 50,000 or less. Many youth live on ranches or reservations or in areas with small populations. Although cities are growing, rural areas are declining in population. Many families need basic skills in sewing, baking, meal planning, and child care, due to isolation and low-income status. Youth also need to develop workforce skills and money-saving behaviors. Extension home economists, a consumer specialist, and 4-H leaders were asked for input concerning revitalization of 4-H sewing projects at organized state meetings and informal meetings in counties. The consensus was that 4-H sewing was a viable program, but new projects and training were needed. The anticipated outcomes included an increased interest in 4-H sewing programs, new and appealing sewing projects, completion of sewing projects by “new” seamstresses, increased enrollment in 4-H sewing, and a body of trained adults who could assist youth with sewing projects.

Seven 2-day, hands-on Sewing Camps were held throughout the state, at sites with varying populations, sewing enrollments, and ethnic diversity. A new, entry-level 4-H sewing project was written by two specialists with input from the State 4-H Curriculum Committee. Training for the new project was given at the Leaders’ Forum in November 2000. An exhibit of completed items was developed for the 4-H agent in-service in March 2001. A workshop showcasing the New Mexico sewing curriculum and camps was presented at the Western 4-H Leaders’ Forum in Sheridan, Wyoming.

Stakeholder Satisfaction:

The commitment from New Mexico State University was .25 FTE from the 4-H/Youth Development specialist and .25 FTE from the Extension Home Economics consumer specialist. The pair wrote the *Sewing 1: Sew Much Fun* project from the ground up, using a variety of simple projects, colorful illustrations, games, self-evaluation forms, and leader helps. The format of the Sewing Camps was developmentally appropriate for novice and junior youth with fairly short sessions, high interest projects, frequent snacks, and outdoor breaks. For every three youth, an

adult/teen mentor was requested. Counties furnished the camp facility and lunches/snacks. State 4-H supplied the camp presenters, some sewing machines, travel expenses, and per diem. Each youth or a donor paid a \$10 fee, which covered the supplies for four complete projects as well as sewing machine needles, camp packets, irons, and ironing boards.

Accomplishments and Impacts:

Sewing Camps were completed in eight counties – seven by the specialists, one by an agent trained previously with assistance from a local agent. Seventy-eight youth completed the camps, with 70% being new seamstresses.

Twenty percent were community youth; the other 80% were 4-H members. Forty-eight new teen leaders, adult volunteers, and agents were trained in basic sewing techniques and developed skills to encourage youth in sewing endeavors.

In one county 52 additional fair exhibits were generated from the Sewing Camp. In another camp, 6 of the 21 youth enrolled in Sewing 1 after attending Sewing Camp because “they like sewing and wanted to do more.” Two camps are already scheduled for 2002 in “new” counties.

The new Sewing 1 project was used statewide in 2001 with many positive comments as to the ease of use, many illustrations, the hole-punched format which allowed the youth to finish activities and return them to the notebook, the games and activities, the wide array of projects to make, and the helpfulness of evaluation sheets. Home school families are using the Sewing 1 curriculum. Two other states requested the curriculum for their states after seeing the items and the project book. Montana implemented *Sew Much Fun* this summer to encourage hands-on sewing.

Resource Commitment:

Four new sewing machines were purchased with college funds; another was donated by the Home Economics Department. A total of \$300 was generated from the purchase of 4-H fabric in New Mexico, while \$1,200 was given in honor of the clothing specialist’s retirement to assist in funding camps and encouraging individual youth and counties. Two counties/tribal agencies paid tuition for their youth. Snacks and meals were provided by EFNEP programs and Summer Feeding Sites.

Collaborators:

Ag Communications at NMSU and State 4-H Office were instrumental in publishing the new Sewing 1 project. County Extension staff were coordinators at the county level.

Contact Person:

Darlene Dickson, 4-H/Youth Specialist, New Mexico State University, MSC 3AE, Box 30003, Las Cruces, NM 88003. Phone: 505-646-1166, Fax: 505-646-3027, E-mail: darlened@nmsu.edu

Other Base Program Areas This Program Applies to:

Community Resources & Economic Development, Leadership & Volunteer Development, Family Development & Resource Management

Georgia

Kids in the Kitchen

Situation:

Morgan County, Georgia, has been assessed as having one of the greatest percentages of deaths due to heart disease and heart-related illnesses (48%) of all 159 counties in Georgia. In two neighboring counties, the percentages were also high: 30% in Putnam County and 21.2% in Greene County. In addition, according to a survey administered by local physicians and the local county health departments, there has been a recent sharp increase in the percentage of youth diagnosed with Type II diabetes in the three-county cluster.

Program Description:

These two factors together led the Morgan County Cooperative Extension Service 4-H Program, in conjunction with the University of Georgia Family Nutrition Program, to create a summer program for 4-H youth called Kids in the Kitchen. The program was included as part of a series of 17 programs designed to address the youth development needs of 4-H members in all three counties during the summer months. The purpose of Kids in the Kitchen was to address heart health, cancer prevention, and obesity prevention through the preparation of healthy meals and snacks. Youth were instructed in the proper handling of foods, safe food preparation techniques, and age-appropriate nutrition.

Because the three counties have high percentages of families that are either single parent households or dual income households, many young people in families in these three counties are classified as “latch-key,” especially during the school year. For that reason, one additional focus of Kids in the Kitchen was to ensure that these meals and snacks were foods that could be prepared safely by youth of ages 9-14. This age range coincided with the Cloverleaf and Junior 4-H members classification in Georgia 4-H, so the program was open to those two groups of 4-H youth in the three counties.

Stakeholder Satisfaction:

During the summer of 2000, the Kids in the Kitchen series was taught to groups of 4-H members in all three counties. In Morgan County, 10 4-H members participated in the 6-hour class; in Greene County, 4 members participated; and in Putnam County, 6 members participated. About

one-third of the youth continued in their nutrition education by becoming involved in 4-H project work in foods-related project areas.

During the summer of 2001, the series was repeated, with one new aspect. All three counties were invited to participate in the training at Morgan County High School in the Family and Consumer Science Laboratory Kitchen. This allowed for the expansion of the program and for the utilization of more appropriate teaching resources, the most critical of which was increased space. Morgan County 4-H was able to send 12 participants in 2001; Greene County 4-H was able to send 11; and Putnam County 4-H was able to send 9. The Kids in the Kitchen series was designed and implemented by Julie Copelan, Educational Program Specialist with the University of Georgia Family Nutrition Program, and Carolyn Ainslie, County Extension Agent, Family and Consumer Science, Morgan County. In addition to the efforts of Copelan and Ainslie, each county had a full-time County Extension 4-H program assistant and/or a County Extension agent-4-H & Youth that furthered delivery of the program. Teen leaders, drawn from experienced Junior and Senior 4-H members (ages 14-18) in the three counties, also helped with management and administration of the Kids in the Kitchen series.

Accomplishments and Impacts:

An evaluation was designed to test knowledge gained by 4-H members in the areas of heart health, cancer prevention, and general nutrition. In an 11-question pre-test/post-test administered to the 32 participants from all three counties in 2001, the mean score of correct answers increased 40% between the pre-test and the post-test administration. As the program was a new initiative in 2000, there were no measurable, quantitative assessments made that year.

Julie Copelan, instructor for Kids in the Kitchen, noted that several of the 4-H members who participated in the workshops exhibited knowledge retention at several other functions conducted as a part of the 2001 Morgan County 4-H Summer Program. "In fact," said Copelan, "a sixth grade 4-H'er was describing the nutritional components of my picnic lunch, according to the Food Guide Pyramid, at the Summer 4-H Fun Olympics. It was nice to see that type of learning."

Jeff Christie, the County Extension 4-H Agent in Morgan County, remarked, "It certainly is rewarding to watch young people engage in learning that is not only fun, but will be put into practice and lead these young people to healthier and more productive lifestyles."

Collaborators:

University of Georgia College of Family and Consumer Sciences, Family Nutrition Program
Morgan County Family Connection, Putnam County Family Connection, Georgia Egg Commission, and Morgan County High School Vocational Department: Family and Consumer Science Unit.

Contact Person:

Jeff Christie, County Extension Agent, 4-H & Youth, Morgan County, Georgia,
440 Hancock Street, Madison, GA 30650. Phone: 706-342-2214, Fax: 706-342-5087,
E-mail: jeffch@uga.edu

Other Base Program Areas This Program Applies to:

Nutrition, Diet, & Health

Maine

Mini-Society Entrepreneurship Training

Situation:

Nearly 67% of high school students across the country and in Maine identified owning a business as a goal after graduation, according to National research (HSFPP) and in line with observations in Maine. Virtually none of these youth participated in entrepreneurial education opportunities during their school years. The New England Cooperative Extension Taskforce on Workforce Preparation recognized that states were requiring students to acquire competencies in entrepreneurship and economics. The Task Force targeted 8- to 12-year-olds and selected Mini-Society™ as the program material to use.

Program Description:

Mini-Society is an experienced-based approach to teaching children entrepreneurship concepts and preparation for the “real world” within the context of a child’s world. Mini Society:

1. Provides children with opportunities to experience entrepreneurship;
2. Teaches entrepreneurship concepts in the context of their experiences; and
3. Integrates entrepreneurship study with other subjects/skills such as social studies, mathematics, problem solving, and critical thinking.

Children create their own society, identify market opportunities, and create businesses. Leaders in Mini-Society interact largely through “debriefings” to discuss concepts. Students’ learning is internalized because they have an experiential context in which to relate to it.

Stakeholder Satisfaction:

The ultimate audience, the youth themselves, are very positive about this program and in turn drive teachers and staff to continue. Staff who have gone through the 3-day training are very

enthusiastic. They have returned for follow-up sessions and plan to continue to implement Mini-Society after their first program.

Accomplishments and Impacts:

A total of 55 people completed the 3-day trainings, which resulted in more than 20 completed/planned implementations. In many cases teams of participants worked together to introduce the program. More than 300 youth have participated across the 6 states, and more than 95% have started their own business in Mini-Society. Nearly all (98%) have participated in the management of their society. Youth have participated in a number of venues — in school and after school programs, camps, and home schooling.

Resource Commitment:

Funding for this program comes from the Kauffman Foundation, the six New England Cooperative Extension systems, and individual implementation sites.

Collaboration:

Connecticut Cooperative Extension Service, Maine Cooperative Extension, Massachusetts Cooperative Extension Service, New Hampshire Cooperative Extension Service, Rhode Island Cooperative Extension Service, Vermont Cooperative Extension Service, Ewing M. Kauffman Foundation.

Contact Persons:

William Weber, Extension Specialist, UMCE, University of Maine, 5741 Libby Hall, Room 103D, Orono, ME 04469-5741.

Paula Gregory, Extension Specialist, UNH Cooperative Extension, University of New Hampshire Cooperative Extension, University Center Annex, 470 Commercial Street, Room 289, Manchester, NH 03101. E-mail: paula.gregory@unh.edu

Other Base Program Areas This Program Applies to:

Community Resources & Economic Development

Maine

High School Financial Planning Program

Situation

Teens spend billions of dollars annually with money derived from jobs, gifts, and allowances. According to national research from the National Endowment for Financial Education, and in line with informal assessments in Maine, many do not know how to construct effective money management plans. High School classroom teachers are being asked to teach lifelong skills, including money management.

Program Description

The High School Financial Planning Program (HSFPP) aims to help high school students become more familiar with managing money and therefore to follow practices that help them meet their goals. Using six primary units, each student goes through the basics of money management. Additional topics covered include values and communications. Each student completes personal goals and spending records and reviews loan applications. A shortened version has been offered at GIRLS TALK, a skill-building conference for young high school women.

Stakeholder Satisfaction

Teachers who are required to offer these "consumer" and lifelong skills are very pleased with the materials and the training. Some who attend short, introductory sessions then request a classroom presence or a training session.

Accomplishments and Impacts

National research on the High School Financial Planning Program (HSFPP) several years ago reaffirmed the results experienced in Maine - teachers were very positive - 99% planned to implement the High School Financial Planning Program (HSFPP) after training and 75% of the students identified ways to manage their resources more effectively. Via a short personal assets portfolio, students complete these programs with money management information and lifelong skills. Over 700 students participated in the High School Financial Planning Program (HSFPP) across Maine, representing some 30 high schools.

Resource Commitment

UMaine Cooperative Extension supports about .20 FTE to carry out this program across the state. The National Endowment for Financial Education provides Train the Trainer Training and program material.

Collaboration

UMaine Cooperative Extension, National Endowment for Financial Education

Contact Person

William Weber, Extension Specialist, UMCE, bweber@umext.maine.edu

Other base program areas this program applies to

Family Development and Resource Management